

This assessment is based on a now-expired version of the achievement standard and may not accurately reflect the content and practice of external assessments developed for 2025 onwards.

1

92019



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Physical Education 2024

92019 Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific

Credits: Five

ASSESSMENT TASK

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.	Explain influences on movement in Aotearoa New Zealand or the Pacific.	Evaluate influences on movement in Aotearoa New Zealand or the Pacific.

Refer to this document to respond to the task for Physical Education 92019.

Check that this document includes page 2.

Do not use chatbots, generative AI, or other tools that can automatically generate content.

DO NOT TAKE THESE ASSESSMENT MATERIALS OUT OF THE ASSESSMENT ROOM.

INTRODUCTION

There are different ways of understanding movement contexts and the moving body.

Throughout this year, you will have examined at least two different influences on movement from one movement context in Aotearoa New Zealand or the Pacific. For example, in fitness training (the movement context), you may have learned about the influence of maramataka on your fitness training (te ao Māori). You may have also explored the effect of energy systems on fitness training (biophysical perspective) OR how social media influences fitness training (sociocultural perspective).

TASK

Produce a report that demonstrates your understanding of TWO influences on movement within ONE movement context. ONE influence will be selected from te ao Māori and ONE influence will be selected from either biophysical or sociocultural aspects.

To plan for your report:

- (a) Identify the movement context (for example fitness training).
- (b) For the te ao Māori influence on movement:
 - (i) Identify the te ao Māori influence on movement (e.g. maramataka).
 - (ii) Explain how and why the influence affected your chosen movement context with specific example(s) from your own participation.
 - (iii) Draw conclusions about what you have learned from the impact of this influence and how you could use this learning in the future.
- (c) For the biophysical influence or sociocultural influence on movement:
 - (i) Identify the biophysical or sociocultural influence on movement (e.g. energy systems or social media).
 - (ii) Explain how and why the influence affected your chosen movement context with specific example(s) from your own participation.
 - (iii) Draw conclusions about what you have learned from the impact of this influence and how you could use this learning in the future.

Remember:

- *Focus on only ONE movement context for both of your chosen influences.*
- *Discuss each influence independently, without interrelating them.*
- *You are encouraged to write no more than 800 words or record four minutes of video/audio.*